



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10161177
SAU: Biddeford School Department
School: Biddeford Primary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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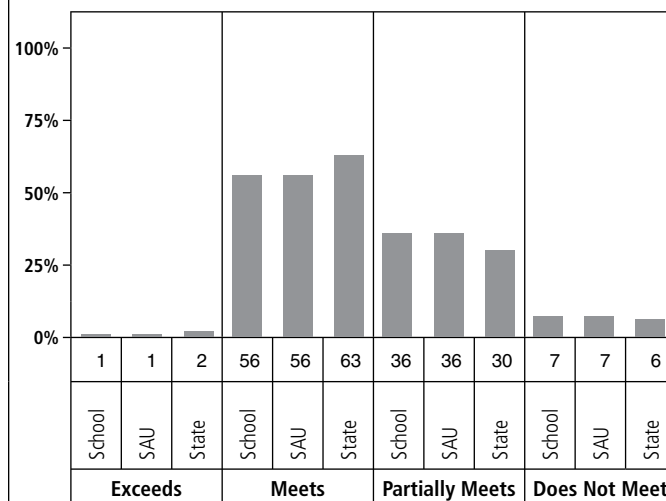
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Biddeford School Department
School: Biddeford Primary School

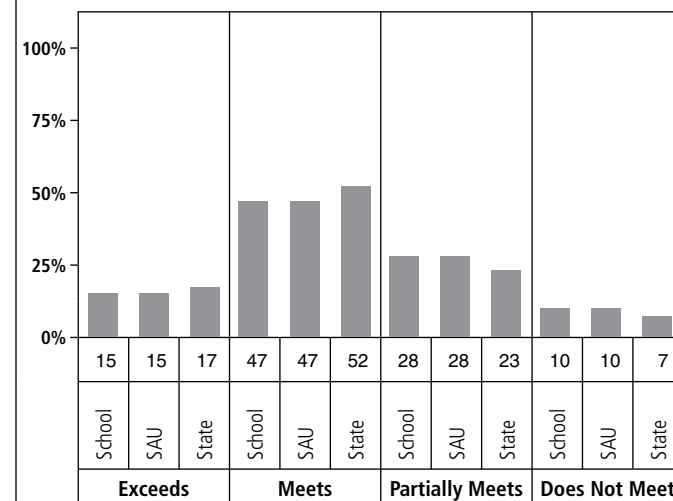
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	342	342	345
2007–2008	342	342	344
2008–2009	343	343	345
Cum. Avg.*	342	342	345
Mathematics			
2006–2007	343	343	347
2007–2008	343	343	347
2008–2009	345	345	348
Cum. Avg.*	344	344	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Biddeford School Department
School: Biddeford Primary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	224	100	224	100	13763	100	224	100	224	100	13691	100	224	100	224	100	13691	100						
Ethnicity African American/Black	4	2	4	2	416	3	4	100	4	100	412	99	4	100	4	100	414	100						
American Indian or Native Alaskan	2	1	2	1	102	1	2	100	2	100	101	100	2	100	2	100	101	100						
Asian or Pacific Islander	6	3	6	3	232	2	6	100	6	100	226	97	6	100	6	100	227	98						
Hispanic	13	6	13	6	167	1	13	100	13	100	164	98	13	100	13	100	164	98						
Caucasian/White	199	89	199	89	12846	93	199	100	199	100	12788	100	199	100	199	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	45	20	45	20	2414	18	45	100	45	100	2388	100	45	100	45	100	2388	100						
Current LEP	4	2	4	2	420	3	4	100	4	100	413	98	4	100	4	100	417	99						
Economically disadvantaged	103	46	103	46	5887	43	103	100	103	100	5847	100	103	100	103	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	131	58	131	58	10316	75	131	58	131	58	10355	75						
Identified disability (PET/IEP)	3	2	3	2	437	4	3	2	3	2	445	4						
LEP	1	1	1	1	192	2	1	1	1	1	193	2						
504 plan	1	1	1	1	83	1	1	1	1	1	83	1						
Participation with accommodations	86	38	86	38	3179	23	86	38	86	38	3152	23						
Identified disability (PET/IEP)	35	41	35	41	1757	55	35	41	35	41	1759	56						
LEP	3	3	3	3	214	7	3	3	3	3	219	7						
504 plan	1	1	1	1	63	2	1	1	1	1	64	2						
Other	48	56	48	56	1192	37	48	56	48	56	1157	37						
Participation through alternate assessment (PAAP)	7	3	7	3	194	1	7	3	7	3	184	1						
Identified disability (PET/IEP)	7	100	7	100	194	100	7	100	7	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Biddeford School Department
School: Biddeford Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	4	2	4	2	227	2
	2008-2009	2	1	2	1	262	2
	Cum. Total*	6	1	6	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	95	48	95	48	8691	63
	2007-2008	103	49	103	49	8403	62
	2008-2009	121	56	121	56	8500	63
	Cum. Total*	319	51	319	51	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	81	41	81	41	3781	27
	2007-2008	79	38	79	38	4018	30
	2008-2009	78	36	78	36	3985	30
	Cum. Total*	238	38	238	38	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	21	11	21	11	1021	7
	2007-2008	23	11	24	11	938	7
	2008-2009	16	7	16	7	748	6
	Cum. Total*	60	10	61	10	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	26.7	58.0	26.7	58.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.9	59.1	18.9	59.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.8	55.7	7.8	55.7	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Biddeford School Department
 School: Biddeford Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	217	2	1	121	56	78	36	16	7	343	217	1	56	36	7	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	4										4						402	0	40	41	18	339
American Indian or Native Alaskan	2										2						99	0	64	31	5	343
Asian or Pacific Islander	6	0	0	2	33	3	50	1	17	342	6	0	33	50	17	342	222	4	63	25	8	345
Hispanic	13	0	0	4	31	7	54	2	15	338	13	0	31	54	15	338	162	0	51	38	10	342
Caucasian/White	192	2	1	111	58	67	35	12	6	343	192	1	58	35	6	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	38	0	0	6	16	22	58	10	26	335	38	0	16	58	26	335	2194	0	32	50	18	338
No	179	2	1	115	64	56	31	6	3	344	179	1	64	31	3	344	11301	2	69	26	3	346
Current LEP																						
Yes	4										4						406	0	39	41	20	339
No	213	2	1	120	56	76	36	15	7	343	213	1	56	36	7	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	99	1	1	44	44	44	44	10	10	341	99	1	44	44	10	341	5721	1	52	39	9	342
No	118	1	1	77	65	34	29	6	5	344	118	1	65	29	5	344	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	217	2	1	121	56	78	36	16	7	343	217	1	56	36	7	343	13489	2	63	30	6	345
Gender																						
Female	104	2	2	59	57	37	36	6	6	344	104	2	57	36	6	344	6568	3	67	26	4	346
Male	113	0	0	62	55	41	36	10	9	342	113	0	55	36	9	342	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	69	0	0	29	42	37	54	3	4	341	69	0	42	54	4	341	2300	0	39	49	11	340
No	148	2	1	92	62	41	28	13	9	344	148	1	62	28	9	344	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	217	2	1	121	56	78	36	16	7	343	217	1	56	36	7	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: Biddeford School Department
School: Biddeford Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	4	24	11	65	2	12	339	8	0	24	65	12	339	5	1	44	39	16	340
B. less than one hour	76	1	1	96	60	54	34	10	6	343	76	1	60	34	6	343	80	2	66	28	4	345
C. one to two hours	13	1	4	18	67	4	15	4	15	343	13	4	67	15	15	343	13	2	61	32	6	344
D. more than two hours	3	0	0	1	17	5	83	0	0	338	3	0	17	83	0	338	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	41	1	1	45	52	30	35	10	12	342	41	1	52	35	12	342	47	3	68	24	4	346
B. good	50	1	1	64	61	35	33	5	5	343	50	1	61	33	5	343	41	1	62	31	5	344
C. fair	7	0	0	8	53	7	47	0	0	342	7	0	53	47	0	342	9	0	51	41	8	342
D. poor	3	0	0	1	17	4	67	1	17	337	3	0	17	67	17	337	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	1	2	41	63	17	26	6	9	344	31	2	63	26	9	344	31	3	63	28	6	345
B. They match some of what I have learned.	49	1	1	61	59	37	36	5	5	343	49	1	59	36	5	343	49	2	68	26	3	345
C. They match just a little of what I have learned.	13	0	0	9	32	17	61	2	7	339	13	0	32	61	7	339	14	1	53	39	7	342
D. There is no match.	8	0	0	8	50	6	38	2	13	342	8	0	50	38	13	342	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	20	47	16	37	7	16	340	20	0	47	37	16	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	57	2	2	76	63	38	32	4	3	345	57	2	63	32	3	345	57	2	68	26	3	346
C. easier than my regular schoolwork	23	0	0	21	43	23	47	5	10	341	23	0	43	47	10	341	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	18	0	0	17	44	14	36	8	21	340	18	0	44	36	21	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	45	1	1	58	60	32	33	5	5	343	45	1	60	33	5	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	37	1	1	43	55	31	40	3	4	344	37	1	55	40	4	344	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	23	1	2	32	67	10	21	5	10	345	23	2	67	21	10	345	22	3	67	25	4	346
B. 20 minutes to an hour	36	1	1	46	61	25	33	3	4	344	36	1	61	33	4	344	46	2	68	26	4	346
C. less than 20 minutes	18	0	0	22	56	17	44	0	0	342	18	0	56	44	0	342	18	1	56	36	8	343
D. I rarely read at home.	23	0	0	17	35	24	49	8	16	339	23	0	35	49	16	339	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	44	0	0	41	44	42	45	10	11	341	44	0	44	45	11	341	29	1	56	36	7	343
B. six to ten pages	18	0	0	24	62	13	33	2	5	343	18	0	62	33	5	343	21	2	62	31	5	344
C. eleven or more pages	38	2	3	52	65	22	28	4	5	345	38	3	65	28	5	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	36	0	0	0	0	3	75	1	25	333	36	0	0	75	25	333						
B.	27	0	0	0	0	3	100	0	0	336	27	0	0	100	0	336						
C.	27	0	0	1	33	2	67	0	0	337	27	0	33	67	0	337						
D.	9	0	0	0	0	1	100	0	0	340	9	0	0	100	0	340						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Biddeford School Department
School: Biddeford Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	13	7	13	7	1985	14
	2007-2008	19	9	19	9	2277	17
	2008-2009	32	15	32	15	2328	17
	Cum. Total*	64	10	64	10	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	91	46	91	46	6990	51
	2007-2008	102	49	102	49	6764	50
	2008-2009	102	47	102	47	7045	52
	Cum. Total*	295	47	295	47	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	68	35	68	35	3673	27
	2007-2008	68	33	68	32	3504	26
	2008-2009	61	28	61	28	3137	23
	Cum. Total*	197	32	197	32	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	25	13	25	13	1193	9
	2007-2008	20	10	21	10	1044	8
	2008-2009	22	10	22	10	997	7
	Cum. Total*	67	11	68	11	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.8	62.1	29.8	62.1	31.5	65.6
A. Number	20	42	11.9	59.5	11.9	59.5	12.8	64.0
B. Data	8	17	5.9	73.8	5.9	73.8	6.1	76.3
C. Geometry	8	17	5.1	63.8	5.1	63.8	5.5	68.8
D. Algebra	12	25	6.9	57.5	6.9	57.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Biddeford School Department
 School: Biddeford Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	217	32	15	102	47	61	28	22	10	345	217	15	47	28	10	345	13507	17	52	23	7	348
Ethnicity																						
African American/Black	4										4						407	7	37	32	24	338
American Indian or Native Alaskan	2										2						99	7	47	38	7	344
Asian or Pacific Islander	6	1	17	1	17	4	67	0	0	344	6	17	17	67	0	344	223	25	45	24	7	350
Hispanic	13	0	0	8	62	3	23	2	15	342	13	0	62	23	15	342	162	6	44	35	15	341
Caucasian/White	192	31	16	91	47	50	26	20	10	346	192	16	47	26	10	346	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	38	1	3	9	24	14	37	14	37	331	38	3	24	37	37	331	2204	6	36	36	22	338
No	179	31	17	93	52	47	26	8	4	348	179	17	52	26	4	348	11303	19	55	21	4	350
Current LEP																						
Yes	4										4						412	7	37	35	21	339
No	213	32	15	101	47	58	27	22	10	345	213	15	47	27	10	345	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	99	8	8	41	41	36	36	14	14	341	99	8	41	36	14	341	5727	10	48	31	12	343
No	118	24	20	61	52	25	21	8	7	349	118	20	52	21	7	349	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	217	32	15	102	47	61	28	22	10	345	217	15	47	28	10	345	13501	17	52	23	7	348
Gender																						
Female	104	13	13	48	46	34	33	9	9	344	104	13	46	33	9	344	6568	16	52	24	8	348
Male	113	19	17	54	48	27	24	13	12	346	113	17	48	24	12	346	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	69	2	3	30	43	31	45	6	9	341	69	3	43	45	9	341	2300	4	43	39	14	340
No	148	30	20	72	49	30	20	16	11	348	148	20	49	20	11	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	217	32	15	102	47	61	28	22	10	345	217	15	47	28	10	345	13352	17	52	23	7	348

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Biddeford School Department
 School: Biddeford Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	6	35	8	47	3	18	339	8	0	35	47	18	339	5	9	38	32	21	340
B. less than one hour	76	23	14	81	50	44	27	13	8	346	76	14	50	27	8	346	80	19	54	22	5	349
C. one to two hours	13	8	30	11	41	4	15	4	15	347	13	30	41	15	15	347	13	16	51	24	9	347
D. more than two hours	3	1	17	1	17	3	50	1	17	339	3	17	17	50	17	339	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	53	23	20	52	46	27	24	11	10	348	53	20	46	24	10	348	40	25	51	17	7	351
B. good	36	6	8	41	54	24	32	5	7	344	36	8	54	32	7	344	45	14	56	24	6	348
C. fair	8	1	6	7	39	6	33	4	22	337	8	6	39	33	22	337	12	7	49	34	10	343
D. poor	2	0	0	1	20	3	60	1	20	335	2	0	20	60	20	335	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	22	26	39	46	17	20	7	8	350	40	26	46	20	8	350	38	23	52	19	5	351
B. They match some of what I have learned.	44	8	9	50	54	25	27	9	10	344	44	9	54	27	10	344	45	16	56	22	6	348
C. They match just a little of what I have learned.	10	1	5	6	29	11	52	3	14	338	10	5	29	52	14	338	12	10	45	33	12	343
D. There is no match.	6	0	0	5	38	7	54	1	8	339	6	0	38	54	8	339	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	1	3	14	39	14	39	7	19	338	17	3	39	39	19	338	17	8	45	34	13	342
B. about the same as my regular schoolwork	60	21	17	61	48	38	30	6	5	347	60	17	48	30	5	347	59	19	55	21	5	350
C. easier than my regular schoolwork	23	8	17	24	50	8	17	8	17	345	23	17	50	17	17	345	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	19	1	3	16	42	14	37	7	18	338	19	3	42	37	18	338	15	8	41	35	15	341
B. 30–45 minutes	58	22	19	60	51	29	25	7	6	348	58	19	51	25	6	348	29	16	54	23	6	348
C. 45–60 minutes	21	7	17	16	38	13	31	6	14	344	21	17	38	31	14	344	32	21	55	19	5	350
D. more than 60 minutes	3	0	0	3	50	3	50	0	0	343	3	0	50	50	0	343	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	2	33	4	67	0	0	336	3	0	33	67	0	336	6	6	33	39	23	337
B. two or three days a week	1	0	0	1	50	1	50	0	0	341	1	0	50	50	0	341	12	15	55	22	8	348
C. two or three times each month	4	1	11	3	33	2	22	3	33	335	4	11	33	22	33	335	26	20	56	19	5	350
D. never or almost never	92	30	15	94	48	52	27	18	9	346	92	15	48	27	9	346	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	3	7	19	44	10	23	11	26	339	20	7	44	23	26	339	37	14	51	27	9	346
B. two or three days a week	12	3	12	15	58	6	23	2	8	348	12	12	58	23	8	348	27	20	55	19	6	350
C. two or three times each month	34	12	17	40	56	18	25	2	3	348	34	17	56	25	3	348	19	22	53	19	6	350
D. never or almost never	33	14	20	26	37	25	35	6	8	345	33	20	37	35	8	345	18	15	51	26	8	347
Optional school/SAU question																						
A.	36	0	0	1	25	2	50	1	25	332	36	0	25	50	25	332						
B.	27	0	0	0	0	3	100	0	0	333	27	0	0	100	0	333						
C.	27	0	0	1	33	0	0	2	67	327	27	0	33	0	67	327						
D.	9	0	0	0	0	1	100	0	0	334	9	0	0	100	0	334						

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